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ABSTRACT

The College Assistance Migrant Program (CAMP) at Pan American University (PAU) in Edinburg, Texas, which recruits migrant students into higher education and provides quality support services (tutoring, counseling, follow-up, and financial assistance), served 202 freshmen during the 1981-82 academic year. The CAMP recruitment effort visited 34 high schools and recruited 307 applicants, from whom the freshmen were selected. Each CAMP student received $309 per semester and was eligible for other university financial aid. Although the year was difficult because the recession and increased unemployment among heads of households forced many CAMP students to seek part- and full-time employment, overall grade point average of CAMP freshmen was higher than that of all PAU freshman. Seventeen tutors conducted 140 sessions weekly for 93.1% of CAMP students; a study skills course was offered. Tutors received 25 hours of on-going staff development training. PAU faculty and staff continued to cooperate fully with CAMP. Individual and group counseling helped 93.4% of CAMP students with personal growth, self-awareness, values clarification, cultural awareness, and decision-making; a Self-Awareness Marathon was held. The report includes charts of CAMP students' academic performance during the year and CAMPS' goals/achievements for 1981-82, plus the Self-Awareness Marathon program. (MH)

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Performance Report

1981-82

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by

Santiago Silva

College Assistance Migrant Program

Pan American University

November 30, 1982

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College Assistance Migrant Program

The Rio Grande Valley of Texas is considered the nucleus of migrant country. Pan American University is situated in the Lower Rio Grande Valley of Texas and is the home of the College Assistance Migrant Program (CAMP). The majority of the students attending Pan American University come form the four county area comprising the valley, and this same area is labeled as having the largest home-based farm labor force in the country. The Texas Department of Community Affairs claims that there are 144,332 migrant and seasonal farmworkers in the Hidalgo, Starr, Cameron, and Willacy county area. On July 14, 1982 the Edinburg Daily Review reported that the unemployment rate in Hidalgo County was 13.1% more than double the national average of 6.5%. Aware of this fact, the University admininstration examined existing services to migrant students pursuing post secondary education and determined that a most viable program is the College Assistance Migrant Program.

The College Assistance Migrant Program began at Pan American University in 1972 and is presently being funded by the Department of Edcation. The program does not stop at recruiting students into higher education, it also provides quality support services in the areas of tutoring, counseling, follow-up and financial assistance.

As of Spring 1982, a follow-up survey of all CAMP students enrolled since 1972 has revealed many positive accomplishments. The study indicated that out of the 1,588 migrant sutdents served, 368 have graduated from Pan American University, 70 are seniors, 93 are juniors, 150 are sophomores, 267 are freshmen, and 9 have graduated

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from other universities. Nine of the students have graduated from a Masters degree program, 3 are about to complete their medical degrees and 33 ex-CAMP students are in the Masters program at Pan American University.

There is strong evidence to support the claim that this program is helping the migrant student to succeed in making better grades and increasing the students' chances of persevering at this university. Moreover, the CAMP program staff feels proud that the program helps influence the students' relatives and friends to attend Pan American University. It is difficult to break into the migrant way of life, but, once one taps into it, the family peers will follow and pursue a higher education. The College Assistance Migrant Program, with the cooperation of the Learning Assistance Center at the University will continue to provide higher education opportunities for young migrant adults.

The College Assistance Migrant Program served 202 students during the 81-82 academic year. The 1981-82 scholastic year has been a difficult year for the CAMP student. The overall recession and increased unemployment among heads of households has forced many of our students to seek employment either part-time or full-time. This has been reflected in the overall drop in the grade point average (GPA). The students taking the heaviest course load and working received grades lower than projected. There were also some irresponsible students who left school just prior to exam week without notifying any of the staff members. These students received GAP's of (.00). The following chart shows how the CAMP student compares academically with the Pan American Freshman:

Group	ACT Composite	G.P.A.
PAU Freshman	12.9	1.99
CAMP Freshman	11.6	2.24

The overall percentage of CAMP freshman who received a GPA of (2) or better was 77% and 87% received better than a (1.5) GPA which is the cut off point for participation in CAMP during the Spring semester of that academic year. Support services provided to CAMP students during the 81-82 year were in the areas of tutoring, counseling, and financial aid. Following is a summary of the results in each key area.

TUTORING

The College Assistance Migrant Program offers the freshman a variety of services, both direct and indirect, that are designed to aid the student to succeed in his first year. Tutoring is the most direct intervention in assuring academic success, and 93.1% of the students attended tutoring.

The chart below shows a breakdown of the tutoring areas:

Subject	Percentage of Students
English	71.5%
History	51.7%
Math	62.9%
Spanish	43.9%
Biology	11.2%
Criminal Justice	9.4%
Psychology	8.6%
Sociology	8.6%
Government	5.1%

These were (17) seventeen tutors who conducted (140) one hundred and forty sessions each week. In order to assist the tutors increase their effectiveness, they attended a session on applying different study skills to specific subjects. We also had two guest speakers Mrs. Jan Seale and Mr. Jesus Vela. The former is a professor in the English Departement, and her topic was, "How to Help Students to Get Over the Fear of Writing." Mr. Vela an ex-tutor is presently teaching in the History Department. His topic was, "The Five Kinds of Students and How to Approach Them." There were question and answer periods at the

end of each session. The tutors gave both speakers excellent evaluations. These guest speakers supplemented our on-going training which consisted of (25) hours of staff development for the 1981-82 school year.

Another direct service that CAMP offers is a course is study skills. There are ten sessions which deal with the following topics.

I. Time Management/Goal Setting

II. Lecture Note Taking

III. SQ3R Method of Studying

IV. Exam Taking

V. Library Skills

Library skills is taught by a member of the University's Learning Resource Center Staff. This year we have added a professional tape seris on success; it is used as supplement to sharpening listening skills and note taking ability. It is felt that if a student will develop his study skills he will become a more effective, efficient student. Many of the skills, such as time management/goal setting, the student will be able to use for his entire career.

Once again the faculty and staff at Pan American University have cooperated fully with the program. The Learning Ressource Center staff has been exceptionally helpful. They have taught the library skills course, and set up training films on different occasions. Furthermore, most faculty members have assisted the program by sending in the grade reports with helpful comments. Also, the faculty has been a source for tutor referrals and has worked very well with the tutors. The staff and faculty have been very concerned about the success of our students, and this concern has provided the CAMP student with a very positive educational experience.

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The goal of the CAMP program is to help the migrants to adjust to college life; to assist the migrants in their first year. With the skills they acquire during the freshman year, they should succeed and complete a degree plan. Irrespective of their G.P.A., each student will have benefited from this year of post secondary training.

Following you will find charts that describe the academic performances of the CAMP students during the 1981-82 academic year.

FALL

CAMP SEMESTER STUDENT PROGRESS REPORT

STUDENTS' NAMES	Total Hours Attempted	Total Hours Earned	Success Ratio*	Total Grade-Points	Semester Grade-Pt. Ave.
1.	12	2	17%	6	
2.	15	12	80%	24	2.00
3.	14	11	79%	21	1.90
4.	14	8	73%	11	1.00
5.	15	12	80%	30	2.50
6.	15	15	100%	42	2.80
7.	12	9	75%	18	1.50
8.	15	9	60%	18	1.20
9.	15	15	100%	27	2.25
10.	14	11	79%	24	3.00
11.	14	8	57%	18	2.25
12	16	7	44%	15	1.15
13.	12	9	75%	9	.75
14.	17	17	100%	42	2.47
15.	12	3	25%	3	.33
16.	12	12	100%	35	2.91
17.	14	8	57%	12	.85
18.	15	8	53%	18	1.20
19.	15	12	80%	33	2.75
20.	14	5	36%	9	1.12
21.	14	11	79%	26	1.85
22.	15	15	100%	39	3.25
23.	14	11	73%	18	1.28
24.	15	9	60%	9	.60
25.	14	11	79%	30	2.72
26.	15	15	100%	51	3.40

*Number of courses in which student is projected to obtain a D grade or better out of the entire course load; i.e., 4/6, 6/6, etc.

FALL

CAMP SEMESTER STUDENT PROGRESS REPORT

STUDENTS' NAMES	Total Hours Attempted	Total Hours Earned	Success Ratio*	Total Grade-Points	Semester Grade-Pt. Ave.
1.	15	12	80%	36	3.00
2.	14	11	79%	27	2.45
3.	12	3	25%	6	.50
4.	12	6	50%	15	1.66
5.	16	6	38%	15	1.00
6.	19	12	63%	31	2.06
7.	13	10	77%	18	1.80
8.	14	14	100%	29	2.07
9.	15	15	100%	48	3.20
10.	17	17	100%	47	2.76
11.	15	12	80%	29	1.93
12.	16	13	81%	15	1.15
13.	17	14	82%	30	2.14
14.	14	11	79%	21	2.26
15.	15	15	100%	27	1.80
16.	13	10	77%	28	4.00
17.	13	13	100%	46	3.53
18.	14	14	100%	39	2.78
19.	15	9	60%	18	2.00
20.	15	15	100%	48	3.20
21.	17	17	100%	47	2.76
22.	15	15	100%	46	3.06
23.	16	7	44%	15	.93
24.	15	6	40%	12	1.00
25.	14	11	79%	27	2.45
26.	14	5	36%	12	1.09

*Number of courses in which student is projected to obtain a D grade or better out of the entire course load; i.e., 4/6, 6/6, etc.

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FALL

CAMP SEMESTER STUDENT PROGRESS REPORT

STUDENTS' NAMES	Total Hours Attempted	Total Hours Earned	Success Ratio*	Total Grade-Points	Semester Grade-Pt. Ave.
1.	14	11	79%	22	1.57
2.	15	11	73%	18	2.00
3.	15	9	60%	25	2.77
4.	12	12	100%	27	2.25
5.	17	17	100%	38	2.23
6.	14	14	100%	26	1.85
7.	14	14	100%	44	3.14
8.	14	14	100%	34	2.42
9.	14	6	43%	12	2.00
10.	15	12	80%	30	3.33
11.	15	12	80%	21	2.33
12.	14	14	100%	42	3.00
13.	15	7	47%	16	1.60
14.	15	12	80%	15	1.60
15.	16	7	44%	20	1.53
16	16	16	100%	32	2.00
17	14	5	36%	9	.81
18	14	11	79%	19	1.72
19	14	14	100%	38	2.71
20	16	16	100%	43	2.68
21	13	13	100%	39	3.00
22	15	12	80%	33	3.66
23	14	11	79%	10	.71
24	13	10	77%	24	2.40
25.	15	11	73%	35	2.33
26.	18	18	100%	40	2.22

*Number of courses in which student is projected to obtain a D grade or better out of the entire course load; i.e., 4/6, 6/6, etc.

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FALL

CAMP SEMESTER STUDENT PROGRESS REPORT

STUDENTS' NAMES	Total Hours Attempted	Total Hours Earned	Success Ratio*	Total Grade-Points	Semester Grade-Pt. Ave.
1.	12	12	100%	33	2.85
2.	13	10	77%	31	3.10
3.	15	15	100%	33	2.75
4.	14	5	36%	11	1.00
5.	14	9	64%	15	1.66
6.	16	4	25%	12	.92
7.	15	9	60%	12	1.33
8.	14	14	100%	31	2.90
9.	14	11	79%	20	1.42
10.	18	15	83%	32	2.13
11.	12	9	75%	15	1.66
12.	17	14	82%	28	1.64
13.	14	2	14%	4	.50
14.	17	14	82%	39	3.54
15.	14	11	79%	33	3.00
16.	12	3	25%	9	1.50
17.	15	9	60%	30	3.33
18.	12	3	25%	6	1.00
19.	12	3	25%	6	1.00
20.	15	15	100%	47	3.13
21.	15	15	100%	39	2.60
22.	16	10	63%	24	1.84
23.	14	14	100%	32	2.28
24.	15	9	60%	9	1.00
25.	12	5	42%	14	1.55
26.	17	14	82%	39	2.78

*Number of courses in which student is projected to obtain a D grade or better out of the entire course load; i.e., 4/6, 6/6, etc.

FALL
CAMP SEMESTER STUDENT PROGRESS REPORT

STUDENTS' NAMES	Total Hours Attempted	Total Hours Earned	Success Ratio*	Total Grade-Points	Semester Grade-Pt. Ave.
1.	14	14	100%	39	2.78
2.	14	8	57%	20	2.50
3.	15	12	80%	33	2.75
4.	14	11	79%	28	2.54
5.	15	15	100%	30	2.00
6.	17	17	100%	47	2.76
7.	15	15	100%	60	4.00
8.	15	5	33%	8	1.00
9.	12	6	50%	6.	.50
10.	17	5	29%	17	1.30
11.	13	5	38%	13	1.30
12.	12	5	42%	12	2.40
13.	12	6	50%	15	1.25
14.	14	10	71%	10	1.42
15.	14	6	79%	15	1.87
16.	14	11	79%	29	2.63
17.	13	7	54%	17	2.42
18.	14	8	57%	17	2.12
19.	15	15	100%	30	2.00
20.	15	15	100%	33	2.75
21.	15	15	100%	40	2.66
22.	16	0	0%	0	.00
23.	15	9	60%	34	3.77
24.	12	12	100%	18	2.00
25.	17	11	65%	20	1.42
26.					

*Number of courses in which student is projected to obtain a D grade or better out of the entire course load; i.e., 4/6, 6/6, etc.

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CAMP SEMESTER STUDENT PROGRESS REPORT

STUDENTS' NAMES	Total Hours Attempted	Total Hours Earned	Success Ratio*	Total Grade-Points	Semester Grade-Pt. Ave	OVER ALL GPA
1	16	13*	100%	31	2.38	2.20
2	15	15	100%	48	3.20	3.11
3.	14*	7	64%	13	1.18	1.86
4.	12	8	66%	23	2.87	2.84
5.	12	6	50%	3	.50	1.16
6.	12	12	100%	24	2.00	2.12
7.	16	16	100%	36	2.25	
8.	12*	6	75%	9	.75	1.80
9.	18	18	100%	43	2.39	2.33
10.	12	9	75%	13	1.44	2.31
11.	11*	5	45%	9	1.13	
12.	12	9	75%	24	2.00	2.33
13.	12	9	75%	19	2.11	2.00
14.	12	12	100%	30	2.50	2.62
15	17	17	100%	45	2.64	2.89
16	11	8	73%	13	1.18	1.75
17	14*	9	82%	15	1.36	
18	18	11	61%	33	3.00	2.86
19	18	15	83%	39	2.60	3.00
20	13	2	15%	9	.80	.80
21	12*	0				
22	13	13	100%	23	1.76	
23.	12	8	66%	15	1.87	
24	16	6		18	1.50	2.73
25.	15	9	60%	22	1.83	2.25
26.	14*	8	73%	23	2.09	

*Number of courses in which student is projected to obtain a D grade or better out of the entire course load; i.e., 4/6, 6/6, etc.

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CAMP SEMESTER STUDENT PROGRESS REPORT

STUDENTS' NAMES	Total Hours Attempted	Total Hours Earned	Success Ratio*	Total Grade-Points	Semester Grade-Pt. Ave.	
1.	12*	6	66%	15	1.36	2.10
2.	15	12	80%	21	1.40	1.85
3.	14	14	100%	29	2.07	2.20
4.	12	9	75%	18	1.50	2.04
5.	15	11	73%	38	3.45	3.03
6.	13	6	46%	12	.92	
7.	13	13	100%	36	2.76	2.75
8.	12	9	75%	24	2.00	2.34
9.	14	3				
10.	15	15	100%	51	3.40	3.47
11.	14	14	100%	31	2.21	2.80
12.	15	6	40%	6	.40	1.00
13.	14	14	100%	38	2.71	2.96
14.	17	17	100%	46	2.70	3.00
15.	13	13	100%	52	4.00	3.50
16	14*	5	45%	12	1.09	1.30
17	12	12	100%	39	3.25	3.00
18	14	14	100%	44	3.14	2.64
19	12*	3	33%	9	.75	1.58
20	17	17	100%	40	2.35	2.46
21	14	8	57%	22	1.57	2.50
22	15	15	100%	42	2.80	2.66
23	13	6	46%	9	.69	1.29
24	14	14	100%	29	2.07	2.37
25	14	11	79%	32	2.28	2.71
26.	15	12	80%	26	1.73	2.33

*Number of courses in which student is projected to obtain a D grade or better out of the entire course load; i.e., 4/6, 6/6, etc.

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CAMP SEMESTER STUDENT PROGRESS REPORT

STUDENTS' NAMES	Total Hours Attempted	Total Hours Earned	Success Ratio*	Total Grade-Points	Semester Grade-Pt. Ave.	
1.	13*	10	100%	21	2.10	
2.	17	14	82%	29	1.70	2.09
3.	14	11	79%	25	1.78	2.39
4.	12	12	100%	21	1.75	2.27
5.	14*	8				
6.	13	13	100%	36	2.76	2.34
7.	13*	10	100%	25	2.50	2.09
8.	14	11	79%	29	2.07	2.57
9.	9	6	66%	12	1.33	2.20
10.	14	14	100%	36	2.57	2.81
11.	15	11	73%	23	2.09	2.41
12.	15*	9	75%	27	2.25	
13.	17	17	100%	54	3.17	3.34
14.	10	10	100%	20	2.00	2.61
15.	12*	9	100%	25	2.78	
16.	15	15	100%	29	1.93	2.24
17.	12	12	100%	30	2.50	2.72
18.	14*	11	100%	29	2.63	2.56
19.	14	0	0%	0		1.57
20.	15	15	100%	42	2.80	2.85
21.	13*	10	100%	16	1.60	1.69
22.	13*	10	100%	32	3.20	2.93
23.	15	15	100%	36	2.40	2.34
24.	14	14	100%	44	3.14	3.32
25.	16	16	100%	35	2.18	2.51
26.	17	17	100%	43	2.52	

*Number of courses in which student is projected to obtain a D grade or better out of the entire course load; i.e., 4/6, 6/6, etc.

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CAMP SEMESTER STUDENT PROGRESS REPORT

STUDENTS' NAMES	Total Hours Attempted	Total Hours Earned	Success Ratio*	Total Grade-Points	Semester Grade-Pt. Ave.	
1.	12	12	100%	24	2.00	2.57
2.	15	15	100%	39	2.60	
3.	16	16	100%	45	2.81	2.96
4.	17	11	64%	29	1.70	2.12
5.	11*	5	73%	9	1.80	2.17
6.	17	14	82%	30	1.76	2.00
7.	12	5	41%	11	1.37	1.60
8.	14*	5	45%	16	1.45	2.56
9.	14*	5	45%	14	2.81	2.65
10.	14	14	100%	49	3.50	3.22
11.	18	0	0%	0		
12.	13	10	33%	30	2.30	2.51
13.	11	11	100%	26	2.36	2.31
14.	14	14	100%	47	3.35	3.02
15.	15	15	100%	54	3.60	3.80
16.	11	11	100%	19	1.72	
17.	17	17	100%	45	2.64	
18.	12	9	75%	33	2.75	2.34
19.	14*	11	100%	30	2.72	2.97
20.	14	11	79%	29	2.07	2.09
21.	14	11	79%	24	2.18	2.35
22.	15	12	80%	24	2.00	2.37
23.	16	16	100%	48	3.00	2.83
24.	17*	14	100%	32	2.29	3.03
25.	16	10	63%	22	1.38	1.60
26.	15*	12	100%	27	2.25	2.49

*Number of courses in which student is projected to obtain a D grade or better out of the entire course load; i.e., 4/6, 6/6, etc.

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CAMP SEMESTER STUDENT PROGRESS REPORT

STUDENTS' NAMES	Total Hours Attempted	Total Hours Earned	Success Ratio*	Total Grade-Points	Semester Grade-Pt. Ave.
1.	12*	2	22%	4	.44
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*Number of courses in which student is projected to obtain a D grade or better out of the entire course load; i.e., 4/6, 6/6, etc.

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FALL 1981

Grades Earned by CAMP Affiliated Students in Selected Year Fall 1981

A = 4
B = 3
C = 2
D = 1

I = Incomplete
W = Withdrew
P = Pass
NP = No Pass

Course Type	A	B	C	D	F	I	W	P	NP	GPA
English 1300							3	27	31	
English 1301	1	5	19	12	1		5			1.81
English 1302		1	8		1		2			1.9
English 1310	7	6	14	6	1		2			2.35
History	6	16	17	9	12	1	16			1.91
Math	3	14	17	5	8		5			1.98
Math Lab	1	13	14	2	9	10	5			1.87
Behavioral Sciences	10	7	9	2	3		2			2.5
Biological Sciences	1	3	1	4	4	1	3			1.46
Physical Sciences		2	1	2	2		1			1.2
Computer Science		3	2	2	1					1.87
Criminal Justice		1		6	5					.75
Education	8	3	2							3.33
Foreign Language	17	18	13	1	2	1	6			2.92
Government		3	1	2	4		3			1.50
Physical Education	30	40	17		2					3.07
Fine Arts		1	1							2.5
General Business	5	10	9	6	2					2.31
Nursing, H.R.P.	1	1		1		2				2.11
TOTAL	90	157	145	60	57	15	54	27	31	2.11

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SPRING 1982

Grades Earned by CAMP Affiliated Students in Selected Year Spring 1982

A = 4
B = 3
C = 2
D = 1

I = Incomplete
W = Withdrew
P = Pass
NP = No Pass

Course Type	A	B	C	D	F	I	W	P	NP	GPA
English 1300								13	9	
English 1301		2	21	12	4		2			1.54
English 1302	1	4	4	4	2		6			1.87
English 1310	2	4	2	1			1			1.87
History 23	4	17	26	6	4	1	10			2.19
Math	6	5	19	8	24	4	11			1.37
Behavioral Sciences	2	8	7	5	1		2			2.22
Biological Sciences		5	5	3	1					2.00
Computer Science		3		1	2		2			2.00
Criminal Justice			3	3	4					.90
Education	9	4	1	1						3.46
Foreign Language	16	25	14	3	1		1			2.88
Government		2	2	1	4		2			1.22
Physical Education	29	18	18		2		2			3 07
Fine Arts	4	1	1	1			1			3.14
General Business	2	2	3							2.85
Nursing, H.R.P.	1	2	3			1				2.41
Communications	1	2	2	1	1					2.14
Physical Sciences		2	3		2		2			1.71
TOTAL	77	106	134	50	51	6	43			2.20

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Sample Study of Study Skills
Spring 1982

	Sub-Groups	Pre-test	Post-test	Motivation	Attendance	Goal	G.P.A.
Males	G.E.D.						
	1.	1%	5%	Good	Fair	Drama	2.08
	2.	1%	10%	Good	Good	Undecided	1.12
	3.	5%	10%	Fair	Good	Nurse	1.42
	4.	25%	50%	Good	Good	Accounting	.80
	5.	25%	25%	Very Poor	Very Poor	Nurse	.00
	6.	1%	10%	Poor	Good	Nurse	1.87
	H. S.						
	1	50%	90%	Very Good	Fair	Engineer	.92
	2.	25%	50%	Good	Good	Accounting	2.04
	3.	5%	5%	Poor	Good	Engineer	.44
	4.	10%	50%	Good	Good	Criminal Jus.	2.09
	5.	1%	5%	Good	Good	Criminal Jus.	1.36
Females	H. S.						
	1.	1%	10%	Excellent	Good	Teacher	2.25
	2.	10%	10%	Excellent	Good	Teacher	2.60
	3.	10%	10%	Excellent	Good	Medical Doctor	2.52

Attendance 0 - 1 abscences = Good
2 - 3 " = Fair
3 or more " = Poor

NOTE: This data was collected inorder to discover if any of these factors or a combination of them would be predicative of G.P.A. These students were entering freshman in the Spring '82 semester.

Summary of the Fall '81 - Spring '82 CAMP Student Progress Report

	HOURS ATTEMPTED	HOURS EARNED	SUCCESS RATIO	TOTAL GRADE POINTS	SEMESTER GRADE POINT AVERAGE
Fall	14.4	10.4	72.88%	24.70	2.062
Spring	13.9	10.6	77.79%	26.41	2.043
Total	14.15	10.5	75.34%	25.56	2.051

COUNSELING

The CAMP counseling component worked hard to offer each student a variety of services that helped them to successfully complete their freshman year. With assistance from the LAC Counseling/Advisement Center, group sessions were conducted that helped our students with personal and emotional support and reassured them of their abilities to cope with learning situations. The counseling component was established for the purpose of providing CAMP students with personal growth, self-awareness, values clarification; cultural awareness and decision making activities. These activities were provided to our students through group and individual counseling sessions.

Each semester ten group sessions were conducted with approximately 12-15 students in each group. By the second week of each semester, rosters showed student assignment for individual counseling. All CAMP students were asked to participate in our group and individual sessions. Records of group and individual attendance were kept on file. The students met weekly with their counselor for group and met bi-monthly for individual counseling. Following is a table that will show the group and individual attendance record for the 81-82 academic year.

Type of Counseling	# of Students that Attended	Percentage of Total Enrolled
Group Counseling	191	97.4%
Individual Counseling	161	80.1%

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In order to supplement the personal growth that was taking place in the counseling sessions, the CAMP counseling staff conducted a Self-Awareness Marathon. This Marathon was held at the Weslaco Retreat Home in Weslaco, Texas. Approximately 37 students attended. The retreat was designed to give students and program staff an opportunity to get better acquainted with each other. It enabled everyone involved to establish and strengthen the ties of friendship with fellow CAMP participants. Following is a copy of the marathon program that was conducted in the Fall semester (November) of the 81-82 academic year. A copy of the marathon program is attached so you can get an idea of what type of activities take place during the retreat.

Summary of Activities

Friday

5:00 - 7:00	Arrival and Accomodations
7:00 - 8:00	Supper
8:00 - 8:30	Rational for Retreat and Ground Rules
8:30 - 9:30	Getting Acquainted Exercise: "The Shield": Guess My Friend
9:30 - 10:30	Non-verbal Exercise
10:30 - 11:30	Movie
11:30 - 1:30	Bedtime

Saturday

7:00 - 8:30	Breakfast and clean up
8:30 - 10:30	Me Exercise
10:30 - 10:45	Break
10:45 - 12:00	Photo Album
12:00 - 1:00	Lunch
1:00 - 3:00	Recreation
3:00 - 4:30	Unfinished Sentences
4:30 - 6:30	Role Playing (Charges)
6:30 - 7:00	Break
7:00 - 8:00	Supper
8:00 - 9:30	Self-Disclosing and Linking Exercise
9:30 - 10:30	The Gift of Happiness
10:30 - 12:00	Recreation
12:00 - 1:00	Bedtime

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Sunday

7:00 - 8:30 Breakfast
8:30 - 9:30 Active Listening (Communication Activity)
9:30 - 11:00 Despedida - Finding My Friend
11:00 - 12:00 Clean-up and pack
12:00 - 1:00 Lunch

The goals of the Marathon are: (1) to aid the students to create a more intimate awareness of their person. (2) to create a better relationship through open and frank discussion between students and the counseling personnel.

Session I

5:00 - 7:00 Arrival and accomodations

A. Explanation of Marathon and pre-evaluation.

B. Goals:

1. To explain to students why marathon is being held.
2. To find out where the students saw themselves at this particular time.

C. Materials and Resources:

1. Handout of schedule of Marathon activities
2. Self-appraisal evaluation sheet.
3. Pencils

D. Procedures:

1. Marathon leader gives rational behind Marathon
2. Time allowed for students to ask questions concerning rational of marathon.
3. House rules will be given by the retreat manager.
4. Self-appraisal evaluation sheet will be passed out to the students, the students will fill them out and then return the sheets to the marathon leaders.

7:00 - 8:00 Supper

8:30 - 9:30 Rationale for Retreat and Ground Rules

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Session II

8:30 - 9:30 The Shield

A. Goals:

1. To allow the student to acquaint himself with the rest of the students.
2. To allow the students to participate in a group activity.

B. Materials:

1. Sheets of paper
2. Pencils

C. Procedures:

1. The leader will ask the students to draw the shape of a shield on a piece of paper
2. Divide the shield into five sections and number them one through five.
3. Draw a picture (no words) symbolizing the following things:
   in the sections numbered as follows:
   Section I. My Proudest Accomplishment.
   Section II. The one thing in the world I had never done.
   Section III. My most treasured Possession.
   Section IV. The thing I like best about myself.
   Section V. My biggest dream, hope and desire.

D. Without talking, pin the shield to your shirt.

E. Select a partner and without talking, examine each other's shields for 2-3 minutes.

F. Without talking, return to your seat, or some place.

G. When the facilitator tells you to, begin describing the person whose shield you studies.

H. Discuss each other's perceptions in terms of accuracy, open-mindedness, completeness, fairness, and your response to what someone says about you.

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Session III

Guess My Friend

A. Goals:

1. To Enhance efforts towards harmony and good-will through-out Marathon.

B. Procedures:

1. Student will be asked to pick a strip of paper from a bowl, containing the name of another Marathon student.
2. Student will keep name of student he picked secret.
3. Student will strive to be as friendly, helpful, and kind to the student whose name he chose.
4. At the end of the marathon, each student will reveal his secret partner.

Session IV

9:30 - 10:30 How do you Express your Feelings

A. Goal:

To increase your self-awareness of the ways in which you express your feelings.

B. Materials:

1. Handout

C. Procedure:

1. Divide into group of three.
2. Write out your answers with the answers of the other members of your tril. Discuss until you understand each other's answers.

Then Discuss:

1. What did I learn about the way I usually express my feelings?
2. In what ways would it be helpful for me to change the ways in which I usually express my feelings.
3. In what ways would it be helpful for each of you to change the ways in which you usually express feelings:
4. In the big group as a whole, share your feelings and reactions to the exercise.

10:30 - 11:30 Movie
11:30 - 1:00 Bedtime

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Saturday

7:00 - 8:30 Breakfast and Clean-up

Session V

8:30 - 10:30 My Exercise

A. Goals:

1. To provide an opportunity to become aware of oneself.
2. To provide an opportunity for sharing experiences and feelings in a small group setting.
3. To provide participants with an opportunity to actively listen.

B. Materials:

1. Handouts
2. Pencils

C. Procedure:

1. Pass out handouts
2. Pass out pencils and ask the students to wait for instructions.
3. Ask students to write their names on the middle blank.
4. Ask students to describe themselves with a word or phrase in each numbered line.
5. Instruct the students to fill out the top left hand corner, and bottom right hand corner.
6. Count off in fives.
7. Assign a leader to each group.
8. Re-emphasize ground rules for sharing.
9. Go off with your group and begin the sharing process.
10. Re-assemble into large group and discuss what occured.

10:30 - 10:45 Break

Session VI

10:45 - 12:00 Photo Album

A. Goal:

1. To initiate and introduce past and present feelings.
2. To reconstruct the past and get the new feelings about it.
3. To discuss and interact feelings.
4. To provide an opportunity for the students to express their past and present feeling.
5. The students will be able to communicate about each other's feelings.

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B. Procedures:

1. The leader will give a brief lecturette on how important it is to be able to cope with one's feelings (5 minutes).
2. Instruct the group that you will be taking them on a short trip and that during this trip they must collect the "pictures" or visions and place them in a photo album they have in their possession.
3. Instruct the group to sit or place themselves in a relaxed and comfortable position.
4. Instruct them to close their eyes and keep them closed until told otherwise. (Pause)

C. Trip: Try to rembember as far back in your life as you can, what are you doing, what do you look like: How are you feeling? (Pause) now go to your first grade (Repeat same question) Pause. Now picture yourself, or take yourself to those Jr. high years. Who are you with? What are you doing? How are you feeling? (longer pause). Move on to high school, in fact to your graduation night, can you find yourself? What do you look like? Try to compare your first grade picture with your graduation one. Remember college? Registration? (pause) Remember this morning? Getting up and dressing? Comming to school? In the room?

D. Now I want you to go back and flip through the album and review it for a short while and be ready to finish some sentences I have for you.

E. Ask the students to complete the following sentences. The sentences are: (one at a time go around the circle in finishing the sentences, pass anytime you feel like and please keep your eyes closed). I wish I could have....., I never ....., I can't....., I am. ...., I can....., I am glad.....

F. Count off to five and form small groups and have students debrief by further discussing what they may want to share about their photo album.

12:00 - 1:00 Lunch

1:00 - 3:00 Recreation

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Session VII

3:00 - 4:30 Unfinished Sentences

A. Goals:

1. To provide an opportunity to think about their attitudes, beliefs, actions and interests.
2. The group members will be aware of their developing values.

B. Procedures:

1. The leader calls on participants to complete aloud any one of the sentences and will mention to the group that they may pass if they so desire.
2. There can be a second or third time around, time permitting.
3. A discussion can follow in which participants elaborate on their answers.
4. Students can then ask questions to other students on their answers.
5. Students will fill out the group counseling sessions assessment sheet.

4:40 - 6:30 Role Playing

6:30 - 7:00 Break

7:00 - 8:00 Supper

Session VIII

8:00 - 9:30 Self-Disclosure and Liking Exercising

A. Goal:

1. To examine the relationship between self-disclosure and liking for another person.

B. Procedure:

1. Pair nonverbally with a person who is almost or entirely a stranger. No words are to be spoken. After two minutes of silence together privately, rate your liking for the other on the rating scale.
2. During the next five minutes, each person introduces himself to the other. You may say anything about yourself you thing will help the other get to know you better. At the end of the five minutes

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the second rating is made by each person privately.

3. For five minutes, communicate nonverbally with each other. You may touch the other's face, exchange hand clasps, walk arm in arm, dance, all without words. Then, privately make the third rating of the other.
4. For five minutes, tell the other your favorable first impression of him. You may begin by saying, "The things I like most about you are...." then privately make the fourth rating.
5. For the final five minutes, tell your partner your unfavorable first impressions of him. You may begin by saying, "The things I don't like about you are ...." then privately make the fifth rating of the other.

Session IX

9:30 - 10:30 The Gift of Happiness

A. Goals:

1. To provide a climate of trust, self-worth, and positive reinforcement within a small group.
2. To experience giving and receiving positive feedback in a non-threatening way.

B. Materials:

1. Pencils and paper

C. Procedures:

1. The facilitator distributes pencils and paper. Each participant receives enough paper to write a message to each other member of the group.
2. The facilitator makes a statement such as the following: "It is often possible to enjoy a small gift more than a large one. Yet, we sometimes become so concerned about not being able to do great things for each other that we neglect to do the little things that can also be very meaningful. In the following experience we will all be giving a small gift of happiness to each person in the group."
3. The facilitator then invites each participant to write on a slip of paper a message to teach each other member of the group. The messages are intended to make that person feel positive about himself.

4. The facilitator recommends several possible approaches to giving positive feedback so that participants can find appropriate means of expression even for individuals whom they do not know well or do not feel close to. He may tell the participants to:

   A. Try to be specific: Say, "I like the way you smile at everyone when you arrive, "rather than, "I like your attitude."
   B. Write a special message to fit each person rather than a comment that could apply to several persons.
   C. Include every participant, even if you are not to well acquainted with them. Choose whatever it is about the person that you respond to most positively.
   D. Try telling each person what you have observed as his real strength or notable success in the group, who you would like to know him better, or why you are glad to be in the group with him.
   E. Make your message personal use the other person's name, state your message in the first person, and use such terms as "I like," or "I feel".
   F. Tell each person what it is about him that makes you a little happier. *The facilitator may wish to distribute or pass such guidelines.)

D. Participants are encouraged to sign their messages, but they are given the option of leaving them unsigned.

E. After each message is finished, the facilitator asks the participants to fold it once and place the name of the recipient on the outside. He asks them to distribute their messages to a place designated by each participant as his "mailbox".

F. When all messages have been delivered, the facilitator invites participants to share the feedback that was most meaningful to them. To clarify any ambiguous messages, and to express the feelings they have experienced during the process.

10:30 -12:00 Recreation

12:00 - 1:00 Bedtime

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Sunday

7:00 - 8:30 Breakfast and Clean-up

Session X

8:30 - 9:30 Listening Triads

A. Goals:

1. To understand the necessity of listening to each other with comprehension as opposed to merely hearing words.
2. To be able to respond to the individual who is sharing.

B. Materials:

1. Topics for discussion sheet for each triad.
2. Pencils

C. Procedures:

1. Before actually going into the activity the leader will explain to the group members the importance of listening and responding.
2. Triads will then be formed.
3. Participants in each triad label themselves A, B, or C.
4. The leader will distribute topics for discussion sheets.
5. In each group, one person will act as a referee and the other two as participants in a discussion of one of the topics found on the sheet. One will be the speaker and the other listener.
6. The following instructions are given by the leader:

    1. The discussion is to be unstructured except that before each participant speaks, he must first summarize in his own words and without notes what has been asid previously.
    2. If his summary is thought to be incorrect, the speaker or the referee are free to interrupt and clear up any misunderstanding.
    3. Participant A begins as speaker. He is allowed to choose his own topic from those listed.

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9:30 - 11:00 Despedida - Finding My Friend

A. Goals:

1. To allow the students to establish a deeper feeling of rapport among themselves.

B. Preocedures:

1. Participants gather in a large circle.
2. One member at a time takes a seat in the middle of the large circle and asks all participants to attempt to identify who his/her special friend was, any may discuss any special effort on his/her part to interact with their special friend.

11:00 - 12:00 Clean up and pack

12:00 - 1:00 Lunch

RECRUITMENT

The College Assistance Migrant Program has to rely on a strong recruitment effort in order to enroll the population that is served by the program. Many sources of referral are drawn upon in order to recruit our students. We are able to depend on referrals made by classroom teachers, guidance counselors, school principals, and current and Ex-CAMP students. The 81-82 academic year saw a joint-effort between the program's recruiting officer with the recruitment officer of the University's Orientation office. Their combined efforts kept them busy with meeting school officials, talking to the students in the high schools, and bringing students on campus for a tour and information sharing session. The following table shows a breakdown of the program's recruiting efforts for the 81-82 year.

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KEY AREA	INDICATOR	81-82 GOAL	Level Reached
Recruitment	Number of applicants	300	307
	Number selected	185	202
	Number of schools visited	32	34

FINANCIAL AID

Along with tutoring and counseling the CAMP participants are awarded a financial aid packet. Each student is awarded $309 per semester. The CAMP students receive this money in the form of a monthly stipend check of $103 each throughout the semester. The CAMP staff also assists the students in filling out the other financial aid applications that could make them eligible for other forms of aid. The financial aid office at Pan American University offers monies in the form of scholarships, loans, grants, and work-study.

OTHER SERVICES

The CAMP students also received assistance from the LAC Counseling Advisement Center. All beginning freshmen are assigned and advisor at the LAC Counseling/Advisement center staff helps all Pan American University students with academic concerns as well as the career exploration process. The CAMP staff feels very fortunate that CAMP students are able to take advantage of the excellent services provided by the LAC Counseling/Advisement Center staff.

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CAMP students also receive health and accident insurance coverage care through the Student Health Services office. The office has two full time nurses and a part-time doctor on staff. Students are eligible for these services because of the student services fees they pay each semester.

The CAMP staff feels justifiably proud of the program's accomplishments for the 81-82 academic year. There is supportive data to indicate that the programs objectives and goals were met. The following reflects both the progress made during the 1981-82 academic year and the future objectives proposed for the 1981-82 academic year.

The following reflects both the progress made during the 1981-82 academic year and the future objectives proposed for the 1982-83 academic year.

A. Accomplishments 1981-82 Routine Goals*

1. The number of students selected for CAMP exceed the expected average by 17. There were 307 applicants and the 105 over the 202 selected were recruited and referred to the University.

2. The retention rate of college returnees that began the CAMP program in the fall was increased from 84% to 94%. The goal for 1981-82 was to attain an 80% retention. The percent retention was 90%, however, counting those going to other institutions of higher learning the percent is increased to 94%.

3. The average income for CAMP graduates from PAU jumped from $10,500 to $14,137. We are constantly updating the salary survey questionnaire and presently we have 119 questionnaires returned and fed into the computer.

4. The percent of students indicating satisfaction with academic advisement has increased from 90% to 96%. This has increased because of the cooperation of LAC advisors as we moved to provide advisement by the LAC staff.

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5. The program has recruited many students for CAMP and visited 34 area high schools. It has exceeded the recruitment goals but most importantly it has exposed PAU to many students to continue our efforts in increasing enrollment.

6. As of June 30, 1982, the GPA for the Fall CAMP students who completed the semester was 2.11. The Spring 1982 GPA for CAMP students who completed the semester was 2.24. The average GPA for the year was 2.17.

7. In the area of counseling, 93.4% of the students attended counseling.

8. In the area of tutoring, 93.1% of the students attended the tutoring sessions.

9. The June 1982, computer print-out list revealed the following information; 16.4% of the students received 6 services, 17.2% of the students received 7 services, 23.2% of the students received 8 services, 19.8% of the students received 9 services, and 7.8% of the students received 10 services.

10. As a result of data compiled on GPA and ACT scores, we have determined that those students with a composite ACT score of 10 or greater, can particiapte in the college work-study program.

*See Individual Key Result Areas

B. Problem Solving Goals

1. Problem: The GPA level of the CAMP student declined from 2.21 to 2.17 for the 1981-82 program year.

   Goal: By June 30, 1982, the end of the year report will reveal an increase of GPA to 2.30 from the present level of 2.17.

   Method: Feed into the computer all tutorial services attendance and continue to cooperate with LAC staff on academic advisement with the CAMP staff providing the Study Skills classes.

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2. Problem: University costs are continuously increasing and the interest in CAMP is declining due to our compulsory attendance for tutoring. Students are desiring work for income to keep up with University expenses.

Goal: By August 31, 1982, finalize a list of students and their ACT scores. Allow students to apply for work-study if their composite ACT scores is greater than 10.0.

Method: Request a computer print-out of all students and submit a list to financial aid office of students eligible to participate in the student work-study program.

C. Innovative Goals

1. By October 1, 1982, initiate a meeting of the LAC counselors and the CAMP Career Counselor/Recruiter to work-out counseling schedules for the 1982-83 school year.

2. By September 30, 1982, initiate a program to pursue funding for the 1983-84 CAMP freshmen year.

3. By June 30, 1983, finalize a study on the results of the CAMP student work-study program to submit to the LAC Director and the Financial Aid Director.

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COLLEGE ASSISTANCE MIGRANT PROGRAM

KEY RESULT AREA	INDICATOR	1981-82 GOAL	PRESENT LEVEL	DESIRED LEVEL		
				Minimum Acceptable	Expected Average	Maximum Probable
Recruitment	Number of applicants	300	307	200	210	220
	Number selected	185	202	135	145	150
	Number of schools Visited	32	34	25	28	32
Advisement	Percentage reporting for LAC advisement	95%	96%	96%	97%	98%
Counseling	Hours of group sessions for group counseling per semester.	13	10	10	11	12
	Hours of individual sessions for individual counseling per semester.	10	6	6	7	8
	Number of students attending personal growth marathon per year.	35	37	37	40	42
Tutoring	Number of hours of staff development/semester.	28	25	25	25	25
	Number of study skills sessions per semester per student.	10	10	10	10	10

COLLEGE ASSISTANCE MIGRANT PROGRAM

KEY RESULT AREA	INDICATOR	1981-82 GOAL	PRESENT LEVEL	DESIRED LEVEL		
				Minimum Acceptable	Expected Average	Maximum Probable
Evaluation	Percentage of attendance in tutoring.	75%	93.1%	90%	93%	95%
	Percent retention during academic year for those returning to college.	80%	94%	80%	90%	95%
	Percent retention during academic year in CAMP.	70%	66%	66%	70%	95%
	Percent retention from September to September.	75%	70%	70%	75%	80%
	G.P.A. of CAMP group for academic year.	2.30	2.17	2.21	2.25	2.30
	Average income of CAMP graduates.	10,500	14,137	14,000	14,300	14,600
Student files	Percent of students indicating satisfaction with academic advisement.	94%	98%	96%	97%	98%
	Percent of students indicating satisfaction with group counseling	85%	96%	96%	97%	98%
	Percent of students indicating satisfaction with individual counseling.	85%	96%	96%	97%	98%

COLLEGE ASSISTANCE MIGRANT PROGRAM

KEY RESULT AREA	INDICATOR	1981-82 GOAL	PRESENT LEVEL	DESIRED LEVEL		
				Minimum Acceptable	Expected Average	Maximum Probable
Student files	Percent of students indicating satisfaction with tutoring	85%	98%	96%	98%	99%
Student activities	Percent of student participation in intra-murals.	25%	28%	28%	32%	35%
	Percent of student participation in retreats.	20%	32%	32%	35%	38%
	Percent of student participation in cultural awareness	60%	32%	32%	40%	45%

PERSONAL INFORMATION FORM

COLLEGE ASSISTANCE MIGRANT PROGRAM

PAN AMERICAN UNIVERSITY

EDINBURG, TEXAS

The following questions will be used in the selection of C.A.M.P. students. Please answer them as honestly, specifically and clearly as you can.

NAME _____ SOCIAL SECURITY NUMBER _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

RETURN TO:

COLLEGE ASSISTANCE MIGRANT PROGRAM
PAN AMERICAN UNIVERSITY
OBF
1201 W. UNIVERSITY DRIVE
EDINBURG, TEXAS 78539

PAN AMERICAN UNIVERSITY - COLLEGE ASSISTANCE MIGRANT PROGRAM

WORK HISTORY WORKSHEET

Document all migrant/seasonal farmwork related activity during the past 24 months prior to date of application. Also document any other nonfarm income that was earned during the same 24 months period. You may clustter any number of months together if a job was performed for more that one month. Document income for all household members who are claimed on your parent's income tax form and who presently reside in your household.

HEAD OF HOUSEHOLD_____

DATES OF EMPLOYMENT	PLACE OF EMPLOYMENT CITY & STATE	EMPLOYER (S) FARMER, CO., CORP. OR PROGRAM	OCCUPATION BE SPECIFIC WHEN DESCRIBING JOBS PERFORMED	INCOME FARM	INCOME NON FARM	OTHER INCOME	WHO EARNED IT
				$	$		

_____
TOTAL FARM INCOME

_____
TOTAL Non-FARM INCOME

STATE OF TEXAS

COUNTY OF_____

I, _____, HEREBY CERTIFY THAT DURING THE PERIOD OF TIME FROM_____19____ to _____ 19 ___, (I) (MY FAMILY) HAD AN INCOME OF APPROXIMATELY $_____. OF THE SAID INCOME, AT LEAST $_____ DERIVES FROM MIGRANT OR SEASONAL FARM-WORK. ALSO, DURING THESE DATES, (I) (MY FAMILY) WORKED MORE THAN 75 DAYS IN FARMWORK. THE FARMWORK WAS DONE AT _____, _____.
CITY STATE

I HEREBY SUBMIT THIS STATEMENT AS VERIFICATION OF MY ELIGIBILITY FOR THE CAMP PROGRAM, I CERTIFY THAT THE INFORMATION PROVIDED IS CORRECT TO THE BEST OF MY KNOWLEDGE. I AM ALSO AWARE THAT I AM SUBJECT TO IMMEDIATE TERMINATION IF I AM FOUND INELIGIBLE AFTER ENROLLMENT.

_____
SIGNATURE

_____
DATE

SWORN AND SUBSCRIBED BEFORE ME THIS _____ DAY OF _____, A.D. 19____ AT THE CITY OF _____, TEXAS.

MY COMMISSION EXPIRES_____.

_____
NOTARY PUBLIC